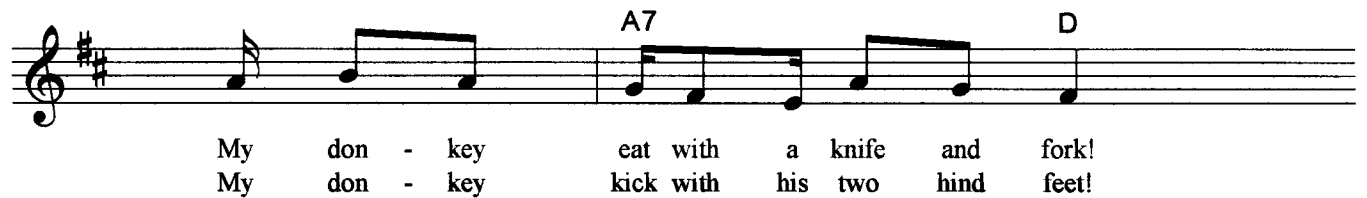
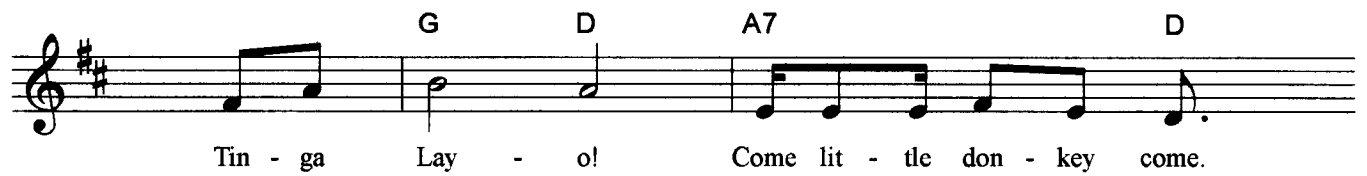


# Tinga Layo

West Indies Calypso Song



3. My donkey yes, my donkey no,  
My donkey come when I tell him to go!

4. My donkey hee, my donkey haw,  
My donkey sit on the kitchen floor!

## SINGING

Have students ever heard their mothers (or teachers) emphasize and prolong a syllable of their names in coaxing them to do something? (Mi-i-i-i-chaell!) Notice that the half notes in this song on *Layo* seem to convey the feeling of annoyance--almost whining. The long half notes are a contrast to the quick, crisp, syncopated rhythm that follows on *Come, little donkey, come*.

  
*Come lit-tle don-key come*

As you sing the song, invite the students to clap or snap the syncopated pattern each time it occurs.

Did they recognize that pattern also on the words, *eat with a knife and fork*? This Calypso song shows how much fun people can have singing about whatever is of interest to them—news, gossip, pets, weather, etc. Sing it with a lighthearted sound.

## PLAYING

Use crisp sounding instruments to play the syncopated pattern on *Come, little donkey, come*, such as chopsticks, rhythm sticks, or woodblocks. Prolong the half notes with tambourines, maracas or sandblocks. In the verse, consider playing the clean sound of drums or a cow bell on those dotted rhythms. But don't be restricted by these suggestions. You may have other instruments or some "found sounds" that could give this song lots of character.

## CREATING

Encourage students to create new verses in the style of the often-humorous Calypso singers. The form is ABA and the verses would go in the B part. Notice that extra syllables in longer words can be tucked into the music if necessary.

## LISTENING

Look around for recordings of Calypso songs such as *Day-O! John B. Sails, Mary Ann, Water Come a Me Eye*. Among the well known artists in this style is Harry Belafonte. Recordings can often be found in the public library as well as in music stores or catalogs. Rhythmic accompaniments are a big part of the flavor of the music.

## CURRICULUM INTEGRATION

Most sources for this song include words in the Spanish language. Students may enjoy learning at least one verse in that language.

*Tinga Layo! Ay mi burrito ven;*  
*Tinga Layo! Ay mi burrito ven.*  
*Burrito si, burrito no,*  
*burrito come contenedor.*  
(Repeat first two lines)

**Tinga Layo**